



Heyward Gibbes Middle School

500 Summerlea Drive
Columbia, SC 29203

Grades	6-8 Middle School	
Enrollment	349 Students	
Principal	Ms. Kwamine Simpson	803-343-2942
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

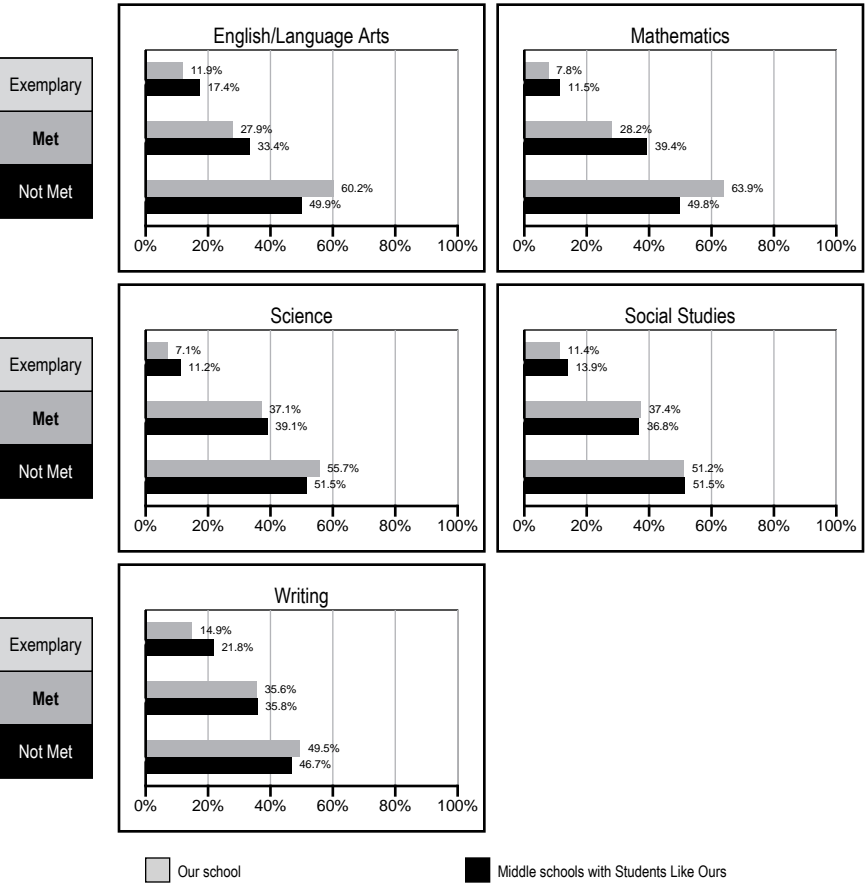
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	20	16

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.8%	84.6%
English 1	0.0%	74.2%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	92.0%	83.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=349)				
Students enrolled in high school credit courses (grades 7 & 8)	41.5%	Up from 24.2%	13.0%	22.9%
Retention rate	2.0%	Up from 0.0%	1.2%	0.8%
Attendance rate	95.7%	Up from 95.2%	95.8%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 1.5%	0.3%	0.5%
Annual dropout rate	0.4%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	70.4%	Down from 76.9%	60.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.8%	Down from 76.0%	79.9%	86.7%
Teacher attendance rate	93.0%	Down from 95.2%	95.0%	95.2%
Average teacher salary*	\$49,043	Up 2.8%	\$43,921	\$46,422
Professional development days/teacher	11.2 days	Down from 17.8 days	8.8 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.9 to 1	18.0 to 1	22.0 to 1
Prime instructional time	86.0%	Down from 87.2%	89.3%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	28.1%	Down from 99.0%	98.6%	98.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,697	Down 1.7%	\$10,054	\$7,245
Percent of expenditures for instruction**	60.3%	Down from 65.9%	60.0%	63.1%
Percent of expenditures for teacher salaries**	52.6%	Down from 59.0%	54.0%	60.9%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As a Making Middle Grades Work school, Heyward Gibbes Middle School prepares students for high school and then for college. We have implemented various strategies to accomplish that goal. Our primary initiative focuses on increasing literacy skills. Students have read a record number of books this year. Literacy Across the Curriculum has been integrated throughout the school. City Year corps members assisted 6th grade students on a daily basis to increase their literacy skills. Additionally, several students and staff members placed in the district's visual literacy competitions. Our monthly Literacy Nights have given parents numerous opportunities to explore all aspects of literacy. Parent University provided parents with information to help their middle school student be successful. Topics included gang awareness and parenting skills for the middle school child.

All students have the opportunity to receive extra assistance through early bird tutoring, Comprehensive Remediation and 21st Century after school program, and Saturday SOAR Academy. Students also had an opportunity to use their science and math skills to build race cars during the Summer SOAR Academy. As a result, the percentage of students who met their MAP growth goals far exceeded last year's numbers.

Team work, goal setting and communication are addressed through our Advisor-Advisee program. All students meet with an adult advisor on a regular basis. All students were afforded an opportunity to visit a college campus.

Not only are we committed to the continuous growth of our student, we also focus on the professional development of the teachers and staff. All of our teachers participated in professional development on teaching children of poverty, vocabulary building, and differentiated instruction. Teachers also participated in extensive effective instructional strategies professional development. Teachers have presented at SCASA and MMGW conferences

The students at Heyward Gibbes Middle School have numerous opportunities to utilize technology. Teachers utilize IPODs and IPADs in the classroom on a daily basis. Students have the opportunity to utilize this new technology to accomplish their academic goals. Technology is also utilized in the distance learning Geometry course that is taught as a partnership with Alcorn Middle School.

We have strong community partnerships which include McCullom-Myers Funeral Home, Wachovia, and many faith based partners to include Central Baptist Church. This year's Community Carnival was a huge success. The school and community joined together to provide students and parents with a fun-filled, education al day.

At Heyward Gibbes Middle School, we SOAR with Pride.

Kwamine Simpson, Principal

Ella Robinson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	90	24
Percent satisfied with learning environment	63.0%	68.9%	87.0%
Percent satisfied with social and physical environment	77.8%	68.9%	79.2%
Percent satisfied with school-home relations	51.9%	78.9%	83.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	28.4
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Heyward Gibbes Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	606.4	607.8	591.7	603.9	100.0	100.0
Male	593.1	601.7	584.9	598.7	100.0	100.0
Female	620.4	614.2	598.9	609.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	606.3	607.6	592.1	604.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	571.0	578.2	552.4	574.5	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	605.6	607.5	590.4	602.9	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	124	100	57.4	25	17.6	42.6
	7	116	100	54	27	19	46
	8	98	99	61.2	28.2	10.6	38.8
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	130	100	60.3	24.1	15.5	39.7
	7	114	100	60.8	30.4	8.8	39.2
	8	113	100	58.8	29.4	11.8	41.2
Mathematics							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	124	100	60.2	28.7	11.1	39.8
	7	116	100	54	31	15	46
	8	99	99	54.7	40.7	4.7	45.3
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	130	100	59.5	31	9.5	40.5
	7	114	100	57.8	33.3	8.8	42.2
	8	113	100	74.5	20.6	4.9	25.5
Science							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	57.9	38.6	3.5	42.1
	7	116	100	52	41	7	48
	8	47	100	54.8	28.6	16.7	45.2
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	100	62.1	36.2	1.7	37.9
	7	114	100	55.9	36.3	7.8	44.1
	8	56	100	48	40	12	52

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	39.2	51	9.8	60.8
	7	116	100	65	22	13	35
	8	50	100	69.8	27.9	2.3	30.2
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	53.4	43.1	3.4	46.6
	7	114	100	51	36.3	12.7	49
	8	57	100	48.1	34.6	17.3	51.9

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	99	100	43.2	50	6.8	56.8
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	112	98.2	49.5	35.6	14.9	50.5

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